

**(everyone wants it, including the registrar)**

# pre-registration for 1970?

No one is kidding themselves about student frustration, least of all Registrar Ken Adams and Dean of Commerce Gunther Brink. And both intend doing something about it.

Complaints have been many: closed courses, long waits, the impossibility of third-year students getting courses in their major, day students ending up taking four out of five courses at night.

Dona Cockerton asked Ken Adams some nittygritty questions for "Can you all hear at the back?"

Here is what he said.

**Why were there so many courses closed down so early in the registration procedure?**

The courses that were closed were centered on two or three departments: the applied social science department, sociology, and to a certain extent the psychology department. This comes from the planning of the program in that there are very small sections, there is a limited number of instructors to give these sections, and consequently fourth and third year students usually fill up the classes before the lower part of third year and the second year students can get to them.

**Why can't the University anticipate course demand and plan more sections with more instructors?**

This comes down to a financial problem, if you put it that way. The difficulty is one of getting staff—the staff is usually limited. This year for example, the request for staff was around 40 and I believe there were 23 hired. Consequently they have to cut down their program. There is still room for expansion of classroom space in the day division but without instructors you can't do it.

**Well I have seen some classes, for instance in popular English courses, that have room for, say, 50 students and the courses closed when 30 seats were taken.**

In the English department the pedagogical desired load of the class is 40, and since our module is a 50-seat classroom—there are only a few 40—these classes are placed in a 50-seat class and consequently there are ten empty seats. Now, this to a student looks as if there's still space available but according to the department it is closed when it reaches 40.

**It seems there is an impasse here. If students can't be accommodated because there aren't enough instructors and there aren't enough classes, then how is registration ever going to be improved?**

It's a good point. The decision of class size is set by the department; at the time the timetable is made it is based on pedagogical reasons. At registration when the pressure begins to be applied to these courses you find students going to instructors or department chairmen saying, "Can I get in your course? There's plenty of room." And the instructor will look around saying, "Yes, there's room" and he will write a note to me saying, "Yes, I can take an extra person in the class." However on the basis of the original required figure that was set by the department I am unable to honour these notes. It has to go through the department chairmen to clear as to whether they are going to increase some of these sections.

**Would some system of pre-registration offset this imbalance between course demand and room in classes?**

Yes, I think it would. The system I would like to see carried out depends on two aspects of cooperation from the faculty. One is the establishment of a timetable by the end of December. As it is now, I am still looking for a confirmed timetable by June. Budget problems create this delay. But if we can get a fixed timetable by December, then in the month of February or March, possibly for a six-week period, if the faculty are willing to give some time to interview students in departments and to fill out forms, they would register students for particular sections that had been established in this timetable; the student going from department to department to collect these courses



"If the faculty are willing to give some time..."

## INSIDE...

**Gunther Brink: "We're a big university now and it's time that we started to act as if we were".**

or, if he's in a major, to one department. This would enable us to tabulate the number of people for particular courses and we could give back to the departments during the month that exams are on, the total list of demands on particular courses. Now the flexibility of the department here would come to the fore—they would have to either increase a section or add an extra section if they see the demand is great, or cut down sections if they see the demand is small; in other words meet the needs that are there. If this could be fixed and established—the number of sections—the process would be as follows: if a student passes all his courses he would automatically be registered in his chosen courses the following year. If he failed a course or two, then he would have to go back to the procedure of registering in fall. I would anticipate that we could cover almost 70 percent, 60 to 70 percent of registration this way.

**What you are saying in effect is that in this new system the courses would be set to the students rather than the students set to the courses.**

That's right. Their demand would be filled this way because then if we find there is great pressure on introductory sociology and there's less pressure in an advanced course, then the advanced course could be given in one section rather than two and you can open up another section of the introductory course. But this could be done sometime in April or May, long before classes start, and they could adjust for it.

**In the actual registration procedure I noticed a lot of time is spent with the few professors that are there taking time out of actual registration procedures to counsel students on what courses they need or should have. Why in a system of registration that is as tight as ours is registration duty a voluntary action on the part of faculty and not a compulsory one?**

Well, it's voluntary in the sense that they are paid for it; this is not time donated by the faculty members. This has been discussed many times, and I have brought it up several times, that in other universities the registration procedure—and you can carry this to other areas too: examinations, invigilation, what have you—is part of the responsibility of the instructors within the university. This is written into their contract. We do not have this in our contracts. But the extra work of registration is additional remuneration. I feel there are certain problems. Let me put it this way: there are certain problems with faculty registering people. Some of them are excellent. They are concerned with the student, they spend time with the student, they are aware of the student's problems and will go out of their way to try to solve the problems. Others I am afraid to say, and... well, I'll say it, are strictly interested in being there to make the money, and it's a clerical job for some of them. I would feel if we open up registration as a compulsory type of thing that everybody had to contribute some time to, we may run into the problems here that they would be doing something they didn't really want to do and consequently they would not do a sincere job. It's better to get people who are really interested in it to do it, those who are willing to take the time and patience with the students.

**So it seems that to improve registration you not only have to get an early budget, which seems difficult in this University, but you also have to have complete cooperation of faculty deans.**

Yes. It's the only way to do things.

**Well how soon can students hope for improvement in registration?**

I hope by next year. Whether it's 100 percent automated, whether it's 50 percent automated or whether it's manual, I anticipate a change of some sort next year.

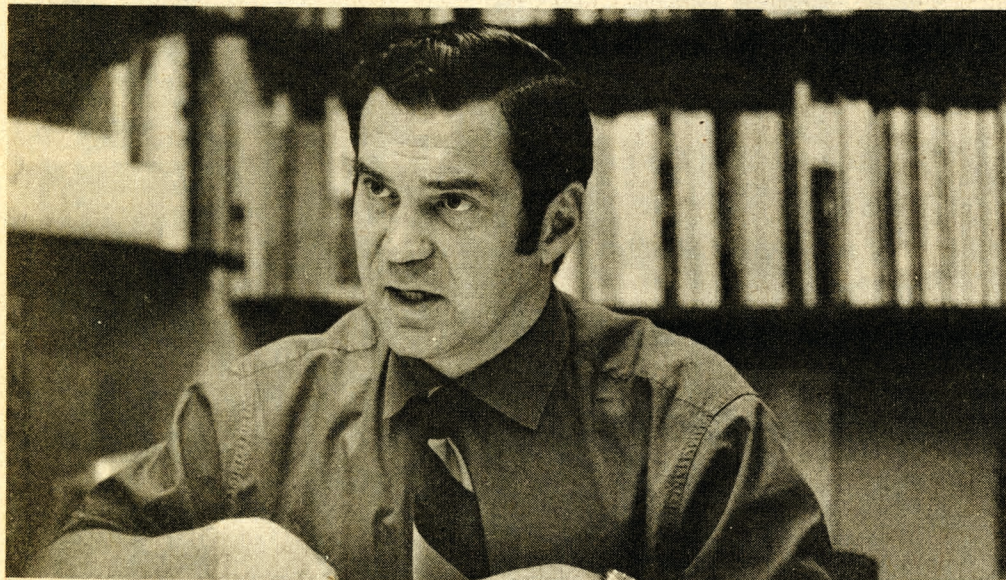


# Gunther Brink at the scene of the crime

Dean of Commerce Gunther Brink studied as an undergraduate at Sir George. He is known for frank statements on issues that matter.

This interview in the garage is kind of appropriate—it's like returning to the scene of a crime. The crime is called registration.

I guess the discouraging thing in looking back after the haphazard arrangements which had to be made to salvage the operation this year is that this happened last year, the year before and the year before that. As a matter of fact I remember registering in 1951 or 1950 as a student here and being involved with exactly the same kind of problem.



"One of the problems is that students haven't got mad enough."

I think that what it boils down to is this: the registration procedure as a whole has not been changed since it was set up in the early thirties. We're a big university now and it's time that we started to act as if we were and register as such. With all the technology, talent and experience that's available to us it's hard to believe that a student cannot register in half an hour or three quarters of an hour and get the courses that he would like to have. I refuse to believe that's not possible. And I think that one of the reasons why we are not doing it is because we have no real responsibility for the timetable and for the whole registration academic program.

Right now it's a problem of "Let Ken Adams do it." Anything that goes wrong is Ken Adams' blame; if anything goes right the faculty will puff out their shoulders and say "Look at what a good job we've done." I think that's a lot of hogwash. I'm discouraged about this year's registration, because I think it's been worse. And if you project that kind of a trend I think that we will wind up with another kind of student confrontation over a much better issue. As a matter of fact one of the delightful things in looking at registration is the patience of the students.

Registration can only be effective, in my opinion, if it's a faculty responsibility. It cannot be turned over to the registrar. It's impossible and inhuman to expect that Ken Adams, with the staff that's available to him, is going to be responsible for registration that is different, that is effective, that will allow students to get their own courses. I think that responsibility has to be placed entirely on the faculty.

I've had a post-mortem on registration and one of the conclusions I come to is that most of the errors and most of the problems that occur at registration are those errors which are built into it before the first day of registration even opens: that is where the major problem is.

Now, in perspective, the first five or six days of registration run fairly well but after that, once the first choices have been made and you get into the real crunch of it, you wind up with situations where a student taking six courses winds up taking five at night. Well I think that's taking money from a student under false pretences.

I think that this situation cannot go on. I think it's a matter that should be raised at the University Council by students or by faculty; I certainly intend to raise it.

And I think that we have to decide that we are going to put an end to this once and for all. I think the only way to do that is to approach it not in terms of next year's registration but in terms of the year after, which will allow us about a year and a half to work on it and come up with a decent system which would allow a student to register in the courses that he wants at an appropriate time.

I registered as a student at Columbia University in a Ph.D. program in 25 minutes; they've got over 25,000 students at Columbia. There's no reason why we can't do as well or better here. But in order to do that somebody has got to get madder than hell and do something about it. I think that one of the problems is that the students haven't got mad enough.



The newly-appointed registrar, Ken Adams, believes it should be possible to provide automatic registration for 70% of next year's students.

# The Instant History Syndrome

By STEPHEN SCHEINBERG

*The Computer Centre Party*; by Dorothy Eber. Tundra Books. 318 pages. \$3.49 (paper), \$6.95 (hard-bound).

In the last few years we have witnessed the rise of a literary form known as the instant book. An event of interest takes place and almost immediately some publisher with a good nose for profits commissions a practiced writer to undertake the work. Only twenty-four hours after the moon shot had taken place a book hit the stands to take advantage of the wide range of interest the event had created. Now, a local publisher, Tundra Books, has commissioned Dorothy Eber to write not one, but two books on those events growing out of the Anderson affair. In the first volume she takes us through the preliminary hearings and we can now anticipate her book on the trial.

The method of writing instant history is routine. The standard equipment for the job is the proverbial scissors and paste. Her book is then a collage of the many items which have already appeared in print, plus the results of a number of interviews. Given the limitations of the method one can not fault her on the product which is little better or worse than other efforts of this type.

Mrs. Eber set out to write a book that "takes no sides." She must be given full marks in this category, for she succeeds in rising above the passions that inflamed our entire community last year. Other books on the Anderson affair have been promised, but it is doubtful that their authors will strain for objectivity, or even care to.

Yet Dorothy Eber's objectivity comes at a price, and that price is the total absence of both analysis and the critical examination of her sources. She provides us with a good deal of undigested material representing all sides and it is up to the reader of the book to make any judgments which are called for.

She allows the participants to speak for themselves and there is no effort on her part to subject either their words or actions to any critical standard. Perhaps her ruling assumption is that of the Positivist historians who believe that the facts speak for themselves, but even they subject the documentary materials they acquire to rigorous internal examination and the test of consistency.

One striking instance of the lack of analysis is seen early in the book. She notes (30) that Professor Frank Chalk had on the afternoon of February 10 asked some of the black student occupiers about the proposals submitted to the administration. "Are these proposals negotiable?" he had asked and the answer had been "Yes." Only a few pages later (33) she recounts the events of that night when the administration submitted its counter-proposals for further negotiation. Student Terrence Ballantyne was called that night and told by his fellow occupiers that "the University has rejected the proposal." The curious reader might want to know just when proposals, which the students said had been negotiable in the afternoon, became non-negotiable that night. Unfortunately this book does nothing to provide us with an answer to this or many other questions.

A second instance of the failure of her critical facilities is exemplified in her interview technique. Dorothy Eber must be a very nice lady, for she obviously does not like to offend anyone. Her interviews end where they might get embarrassing. Principal John O'Brien is not asked why he did not resist the attempt to allegedly coerce him to sign a document, but she points out that Professor Adamson did refuse to sign. Professor Chester Davis tell her, "I know there was evidence. I saw it." (82) Yet, she does not ask Davis to reveal what the evidence, if any, was, thereby allowing him to plant the seed of



Stephen Scheinberg  
Associate Professor of History

suspicion against Anderson without having to account for it.

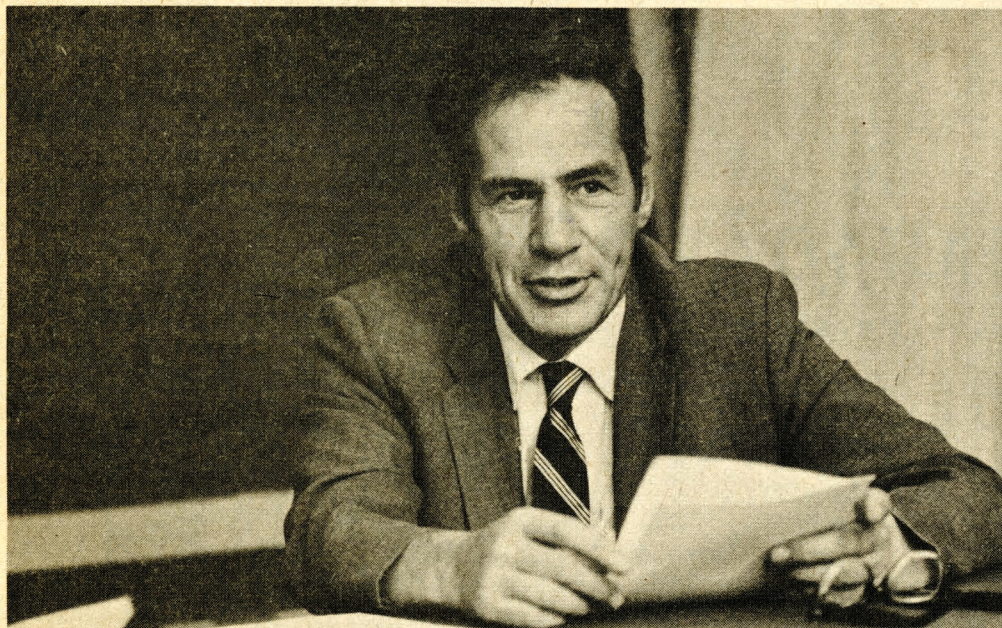
Despite its limitations the book has its value. One might begin to use it, for instance, to accumulate a fascinating collection of Sir George paranoia. There is Terrence Ballantyne's statement that many of the black students at one stage thought Chester Davis "was a member of the CIA." A Maoist student, Dennis Kay, tells us, "there were all sorts of Pinkerton detectives too, undercover stuff." Surely the most entertaining was Professor Eugene Genovese's charge that the Internationalists (a self-professed Maoist group), were controlled by "anti-communist agents." Genovese's charge, according to Commissioner Kelly of the RCMP, was just "academic piffle." It all makes one wonder if the academic community is particularly prone to such paranoid meanderings.

A few other minor items are worthy of note. One student among the accused, Mark Medicoff, asks Mrs. Eber: "We kept hearing the riot police were coming. Why did they wait so long?" Does this represent his indignation because the University failed to conform to some naive stereotype? Perhaps it is a crude attempt to hold the University responsible for building the frustrations of the occupiers. The question is puzzling, for it really admits of no answer. On the other hand, Graham Martin, director of the computer centre, gives a partial answer to many of those who have questioned the concern with property rather than humanity: "The total loss he says is in the neighborhood of thirty man years." That represents the work of people, and those who are not overly concerned with the cash loss might at least pause to consider that more than dollar value was destroyed.

*The Computer Centre Party* will do little to force those within our community to examine themselves and their reactions to the events of last year. The outside reader of liberal persuasion will discover a book that issues no challenge. He may leave it with a feeling that the fire might have been avoided if only men of good will had discovered the means to communicate. A careful reading of this book, as well as some of the more recent statements of the accused students, should serve to convince the reader that by February Anderson himself was no longer an issue, but a victim. The issues then ranged from the general racism of our society and the University to the membership of Sir George in the "industrial military complex." (119) These were issues that no University could handle simply because they admit of no solution within the limited scope of an educational institution. In other words, Sir George was being asked to give that which was never in its power to grant. The result was, in the words of Henry Hall, "Many young people have been used....their idealism has been used."



# Nailing custard pies to the wall



Magnus Flynn  
Dean of Students

The Office of the Dean of Students is responsible for all matters pertaining to student welfare. Magnus Flynn, the dean, reports directly to the principal. There are two assistant deans: Jack Hopkins who is responsible for programs and Donald Hathaway who is in charge of services.

That, of course, is the official description of the Office of the Dean of Students. But Dean Flynn puts it a different way.

"Have you ever tried to nail a custard pie to wall?

"We try to deal with all problems that students come to face at the University. We're interested in having the University adopt a clearly-defined admissions policy...we'd like to see greater co-ordination in student services. We also commission research projects on such things as drug usage by students," Flynn explained.

The emphasis, however, remains on the student as an individual with different hang-ups.

Whenever a student comes in to the office with a problem, there is almost always someone there to see him immediately. Flynn feels that at one very specific point, a student with a problem becomes willing to share it. If no one is available to see him, he very often goes away with an unresolved problem never to return.

"I think that in order for me to do my job properly, I have to get in trouble with the University administration. That's because I have to bring their attention to student beefs which I consider to be legitimate," stated Flynn.

Flynn expressed some dissatisfaction over the socio-academic offenses in the new Code of Student Behaviour. He was generally happy about its adoption because he feels it eliminates arbitrary decisions.

Since last year, there has been a growing rift between the Students Association and the Evening Students Association. Flynn views this with grave concern because it has led to a dissipation of energy and effort.

"If it continues, I am sure that it will affect University planning adversely."

Flynn stressed that the University community at this point needs a greater degree of unity.

Donald Hathaway, assistant dean in charge of student services, is the newest member of the office. Formerly executive director of the Alumni Association, he brings with him a free legal aid service that relies on the support of 36 alumni lawyers.

Hathaway isn't happy about Sir George being the only Canadian university without a factor. Landlord problems are the most common concern, with twelve complaints against one alone. Students who had unknowingly been hustled into two and three-year leases are doing nicely with their alumni lawyers. Others have been in for advice on matters ranging from divorce to copyright.

Hathaway isn't happy about Sir George being the only Canadian university without a residence of any kind. "Generally kids can't afford the highrises—you've got to talk \$75 per month and under to fit student needs," he said. He concedes that a new library building must take priority when we ask for more capital, but is prepared with large-scale proposals for a student residence. He would also love to see a student union, suggesting that it can be run by incorporating a profit-making bookstore.

A housing registry solves part of the residence problem. Prospective landlords list their wares on a form which notes "This information will *not* be entered on the student housing registry if the landlord cannot accept all races or creeds." This service finds accommodation for 200 students in 1½ room apartments under \$70, 2½ rooms for \$100. Most are within 10 to 15 minutes from the University and more than half do not require a lease.

The icing on this year's accommodation cake is the student owned and run residence at 1310 Pine West. Downtown brownstone living is available for some twenty students at \$55 a month including breakfast and supper. "If it works, you'll see us in more and more co-ops," predicts Hathaway.

Hathaway sees little improvement in the scholarship and bursary situation. "To have to dole it out in dribs and drabs is frustrating," he says, speaking of the 1968-69 \$25.-398 pie. Financial aid assistant Dave Ramsay says that four times that much could be distributed to students in need.

Most of the scholarships and bursaries are in the \$50 to \$200 range. Donald Hathaway questions norms which give \$100 to someone who needs \$1,500 to get through the year, and Dave Ramsay says there are too many cases where all the office can do is prolong the agony.

Of great assistance here is the emergency loan fund. Loans ranging from cafeteria meal tickets to \$500 are available within 15 minutes to a week, repayable within 90 days. The fund has bailed many students out of serious short-term jams, mainly "kids who have to pay their rent tonight or who haven't eaten in a few days."

Problems with Quebec loans remain. It takes four weeks just to get an application form and there is at least a two-month wait for loans. Ramsay, who is trying to build up effective relations with the provincial student aid service, said, "If a student is basing his whole year on money from Quebec, he simply doesn't know at the start of the year where he stands."

In this area Hathaway will launch a study aimed at finding out how realistic are government norms for bursaries and loans. "If revision is necessary, we should take the lead," he said.

Joan Richardson is the Assistant to the Dean of Students and is responsible for the orientation of overseas students to university life.

She describes the process as very personal catering to the needs of the individual student.

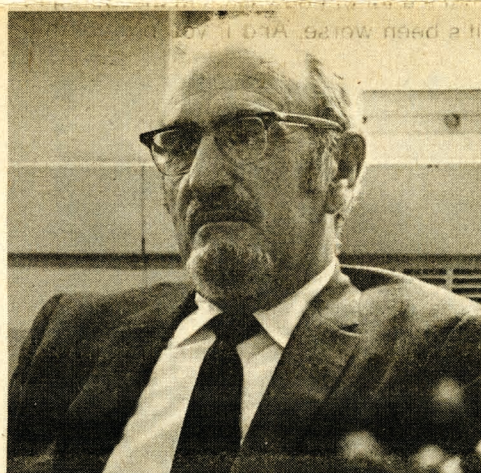
"First admissions officer Tom Swift sends me a list of the names and addresses of accepted foreign students. Then we send each of them a pre-arrival kit. The purpose of this kit is to give these students a rough idea of what they can expect living and going to school in North America. There's information about housing and clothing and mail and food and there's also an arrival card which is returned to us to confirm the student's intention of coming to Sir George.

"Then when he arrives here, usually at the airport, we go out to meet him. We like to think that we've taken care of all of his immediate worries such as where he's going to sleep that night," said Miss Richardson.

The aid of senior students is enlisted to acquaint the newcomers with North American customs and help them adjust more quickly to their new home.

After the first month of classes, a program of seminars is organized for the students. This is in line with Miss Richardson's view that orientation is a year-round process and not something which is a temporary aid.

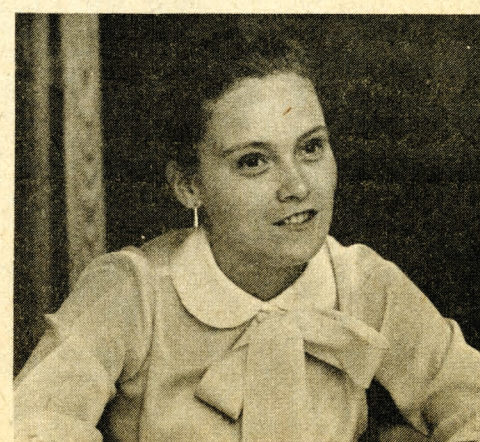
"We have to meet specific problems at the right time. You know, we have a storehouse of knowledge and information which we have a responsibility to dispense to students," stated Miss Richardson.



Jack Hopkins  
Asst. Dean (programs)



Donald Hathaway  
Asst. Dean (Services)



Joan Richardson  
Asst. to the Dean



# THE WEEK AT SGWU

Send notices and photos of coming events to the Information Office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon Monday for the following week's events.

## MONDAY 29

"CAN YOU ALL HEAR AT THE BACK?": Students involved in the Summer Festival of Arts tell what it was like and talk of future plans; channel 9 at 10 a.m., 1 p.m. and 3 p.m. Monday to Wednesday; 6 p.m. Monday through Friday.

THE UNITED NATIONS ASSOCIATION: Prof. F. Knelman talks on "Technology—Who rides the tiger?" in the Stephen Leacock Building, McGill University at 8 p.m.

GALLERY I: New paintings by Maurice Joslin

## TUESDAY 30

CHANNEL 4: "Communications and Education"—a series of videotaped lectures by Prof. Charles Siepman, N.Y.U.; this week "The Communications Revolution" at 10, 10:30, 11 a.m., 2 and 2:30 p.m. through Friday on classroom monitors.

GALLERY II: Watercolours by Robert Kent through October 18

## WEDNESDAY 1

SCIENCE STUDENTS' ASSOCIATION: Prof. F.W. Bedford talks on the slide rule (part 2) in room H-613 at 1 p.m.

ECONOMICS DEPARTMENT: Guest speaker Prof. Jean Maillet of the University of Grenoble, France, talks on "The structural revolution and economic development" in room H-1023 at 2:30 p.m.



TELLING IT LIKE IT WAS (AND WILL BE) Summer Festival of Arts show on "Can you all hear at the back?" this week; channel 9 at 10 a.m., 1 p.m. and 3 p.m. Monday to Wednesday, and 6 p.m. Monday through Friday. 10 minutes will get you the story.

## THURSDAY 2

CONSERVATORY OF CINEMATOGRAPHIC ART: Laurel and Hardy Evening—"Saps at Sea" at 7 p.m. (for all); "Blockheads" at 9 p.m. (18 years and over); \$.50 per student, \$.75 for the public. Membership card (150 films): \$10; for further information call 4349.

ECONOMICS DEPARTMENT: Prof. Jean Maillet talks on "The initial factors of Occidental economic development" in room H-663 at 6:15 p.m.

## FRIDAY 3

ARTS FACULTY COUNCIL: Meeting in H-769 at 2:30 p.m.

HISTORY DEPARTMENT: Guest speaker Prof. Jean Maillet of the University of Grenoble talks on "The concept of the industrial revolution" in room H-420 at 4:30 p.m.

## SATURDAY 4

MENSA: Meeting in H-415 at 1 p.m.

FOOTBALL: SGWU v. MacDonald College at MacDonald, 2 p.m.

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### SGWU ISSUES & EVENTS

SGWU ISSUES & EVENTS is published weekly by the Information Office of Sir George Williams University, Montreal. The Editorial Offices are located in Room 211 of the Norris Building, 1435 Drummond Street, Montreal 107, Quebec. Telephone 879-2867.

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